



A Bat's Body

Pre Lesson Plan 1

Age: K - 2

Setting: Classroom

Standards: Science: Environmental/Ecology 4.3.4.C(3), 4.6.4.A(3,4,6,10)
Reading, Writing, Speaking, Listening: 1.6.3A(1), D(2-4), E(1)

Objectives: Students will be able to:

- Identify parts of a bat
- Define vocabulary significant to the bat unit

Overview: Students will explore the world of a bat by reading the story *Stellaluna*.
Students will look at the different parts of a bat.
*Some components of the lesson were taken from various websites in addition to
A Complete Thematic Unit K-3, Moore, JoEllen; Evan Moore, 1995.

Materials: *Stellaluna*, by Jannell Cannon *Bat-O-Meter Questionnaire (page 13)
*Bat cutouts (pages 9-11) scissors tacks
*Bat parts handout (page 12) rubber bat box with tight fitting lid

Vocabulary: roosting nocturnal mammal

Procedure:

1. Tell students there is a mystery object in the box that is the subject of their next unit of study.
2. Pass the box to the students and have them guess what could be inside.
3. Write the guesses on the board.
4. Reveal what is inside the box and tell them that we will begin the unit completing a survey on bats.
5. Have the students complete the Bat-O-Meter questionnaire about their feelings on bats. Collect and save for unit end.
6. Explain to the students that their thoughts and feelings on bats will probably change throughout the unit.
7. Introduce the book (title, author, complete a picture walk) *Stellaluna* by Janell Cannon to the students.
8. Read the book, stopping for predictions and to review the story.
9. Have students identify with the story. Did they learn something they didn't know?
10. Handout the bat parts handout. Have students independently complete the handout.
11. Review the answers to the handout. Discuss with the students the uses of each of the body parts. Explain that some of these parts are adaptations for the bats to survive.
12. Students will create a bat from the bat pattern (pages 10-11) to be hung in the classroom "bat cave" during the unit.

(continued on page 8)

(continued from page 7)

Assessment: The students will take the bat questionnaire at the beginning of the unit. The students will complete a bat handout naming the different body parts. As a follow-up, the teacher will lead students through an inquiry of the body parts and the adaptations they create for the mammal.

Flying Bats

Do this "flying bat" in small groups under adult supervision. Young students will need guidance in each step of the project. All students will need guidance in lacing the string. Many children will be able to take what they learn making this bat to create other moving figures.

Materials

- copies of the patterns (pages 43 and 44)
- tag or sturdy construction paper (9" X 12" or 23 X 30 cm)
- small paper fasteners (four per bat)
- string (1 yard or meter per bat)
- hole punch



Directions

1. Cut out the pattern pieces. Lay them on the tag and trace. Take a pencil or the point of a pair of scissors and poke where the holes are marked on the pattern. This will show where to punch the holes when the pattern is removed.

2. Punch holes with a hole punch. An adult or cross-grade tutor may need to do this step.



3. Color and cut out all pieces. Draw a face on the bat.

4. Attach the legs and wings with paper fasteners. The legs and wings need to be attached to the back of the bat.



5. Lace the string through the holes **above the brads**. Each time the string needs to come up into the hole and over to the next hole.

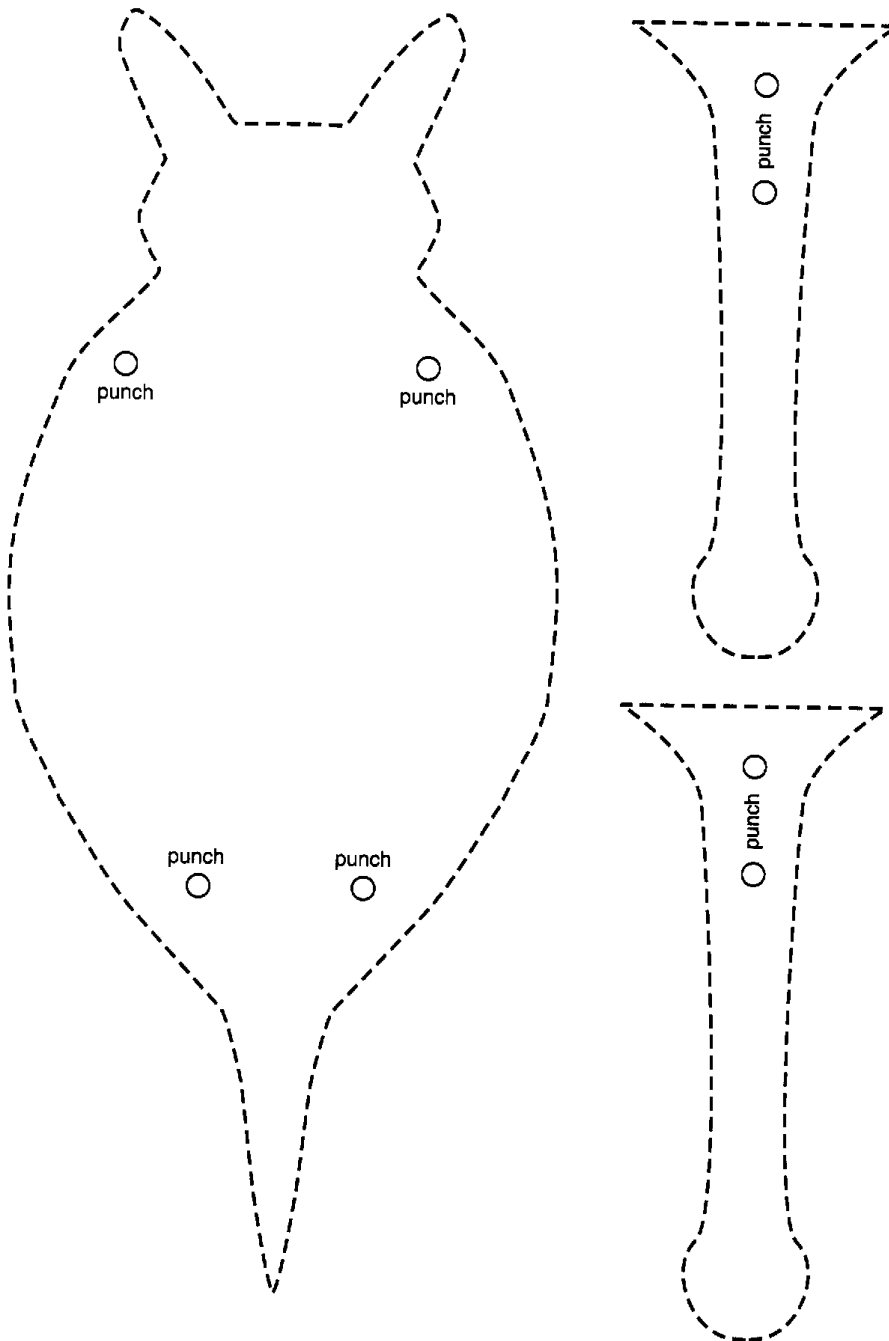
6. Tie the two string ends into a knot just below the tail end of the bat.



7. Hold the bat by the head and pull the string gently. Watch the wings move. (The legs will move a little also.)

Be sure that the string is threaded through the top hole.

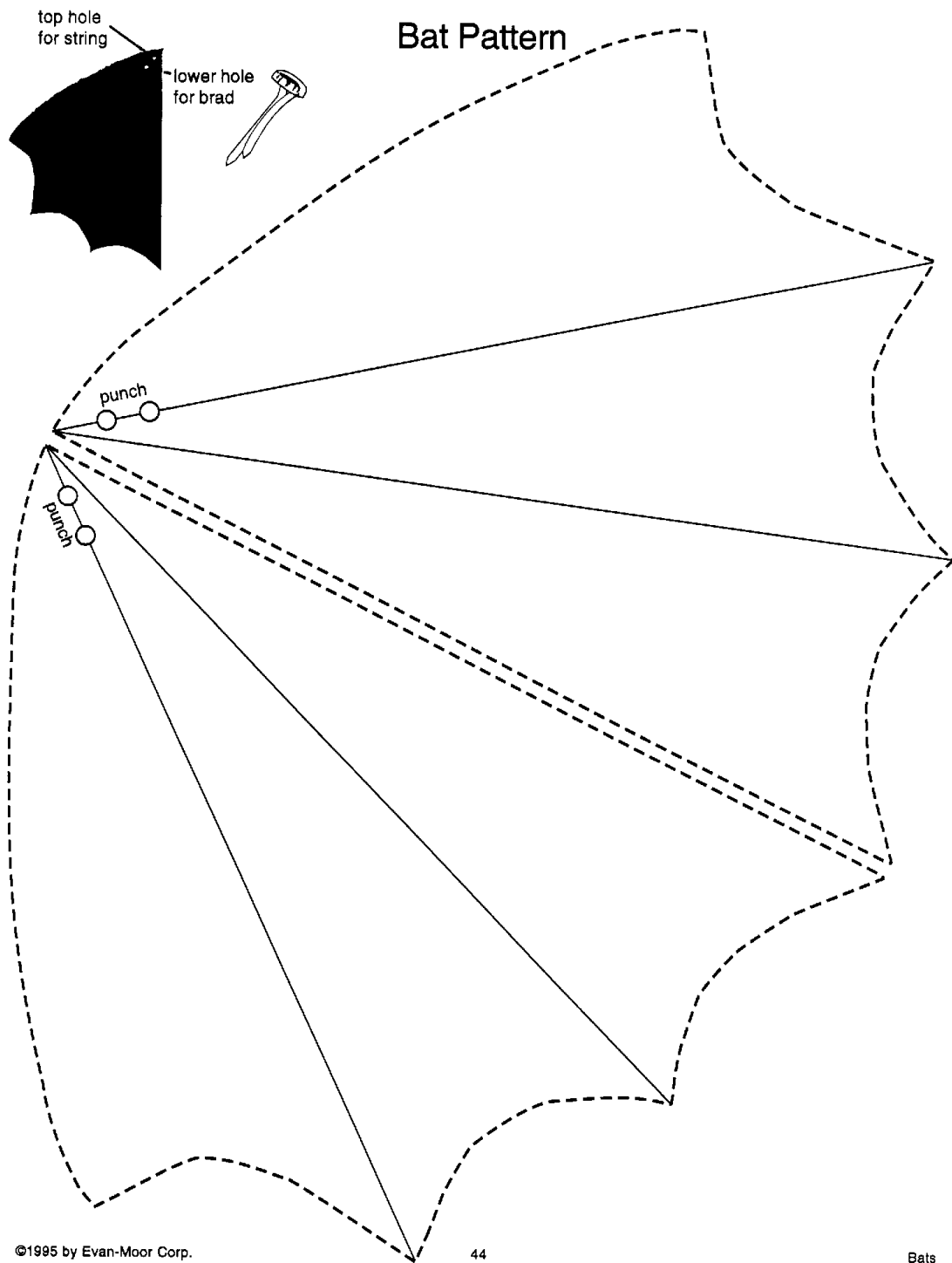
Bat Pattern

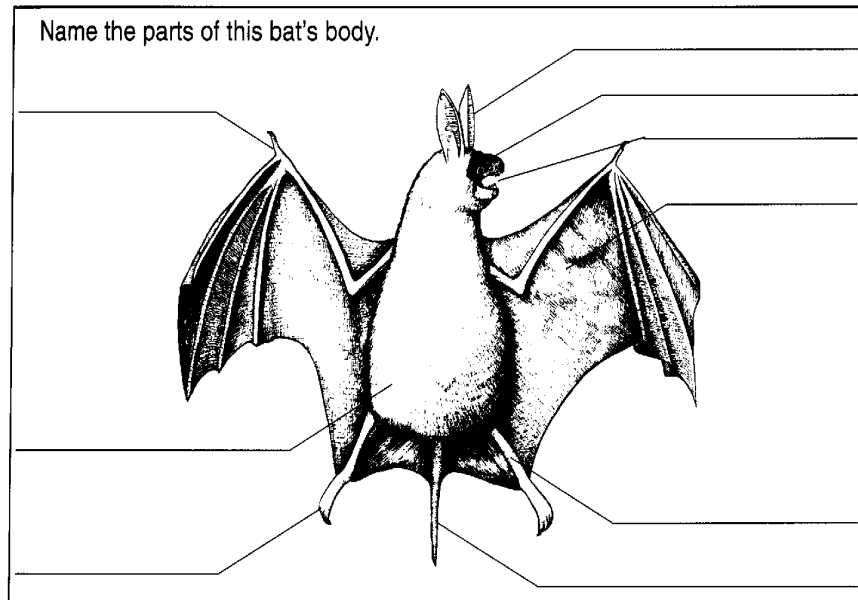


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Bats





head
ear
tail

foot
wing

thumb
claw

nose
mouth

leg
body

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Bats

Bat-0-Meter

1. Do you like bats? (*circle your answer*) Yes No

2. If a bat suddenly came flying into your room what would you do? (*Please circle your answer*)



watch



do nothing



faint



scream



sweat

3. Bats are dirty animals. (*circle your answer*) True False

2. On a scale of 1 to 5 how interesting do you think bats are? (*Please circle your answer*)

1

2

3

4

5

boring

interesting

3. What would you say to someone who was about to kill a bat?

(*Place an X in the circle beside your answer.*)

- ☐ “Good job, Dude!”
- ☐ “Careful not to miss, it will bite you!”
- ☐ “Can I watch?”
- ☐ “Don’t hurt it, bats are good!”

4. Bats suck your blood? (*circle your answer*) Yes No

5. If your mom said you could have a bat for a pet, what would you say?